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ABSTRACT

The report provides a narrative summary of the Institute's activities during the year July 1, 1972 through June 30, 1973. Following a listing of the staff and facilities available, the report cites the sources of financial support received in 1972-73. The remainder of the report lists the research and development projects for that time period as they fulfill the goals of the Institute: to conduct and sponsor research and development projects to aid in the implementation and improvement of programs and services; to increase effective and efficient dissemination of information about occupational education and research results; to provide training and experience for present and future professional leaders and researchers in the area of occupational education; and to provide field services in support of the efforts of the several constituencies served by the Institute. (AG)

ED 085495

SECOND
ANNUAL REPORT
1972-73

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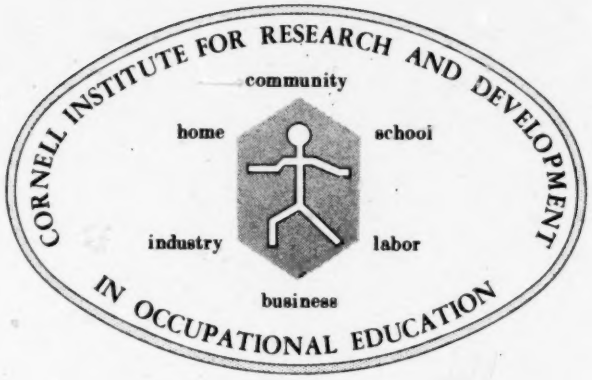

Institute for Research and Development in Occupational Education
Department of Education, New York State College of Agriculture and Life Sciences, Cornell University, Ithaca, New York

in cooperation with:

Office of Occupational Education
New York State Education Department
Albany, New York

August 1, 1973
Misc. Pub. 74-1

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New York State College of Agriculture and Life Sciences
a Statutory College of the State University
Cornell University

Department of Education
Stone Hall
Ithaca, N. Y. 14850

August 1, 1973

Memorandum of Transmittal

To: Dr. Helen Wardeberg, Chairman
Department of Education
New York State College of Agriculture & Life Sciences

Dr. Keith Kennedy, Dean
New York State College of Agriculture & Life Sciences

Dr. Robert Seckendorf, Assistant Commissioner
Office of Occupational Education
New York State Education Department
University of the State of New York

Dr. Louis A. Cohen, Chief
Bureau of Occupational Education Research
New York State Education Department
University of the State of New York

From: Professor John Wilcox, Director
Institute for Research and Development in Occupational Education
Department of Education
New York State College of Agriculture & Life Sciences
Cornell University

The contents of this report provide in narrative form a summation of the activities of the Institute for Research and Development in Occupational Education during the year July 1, 1972 through June 30, 1973. The report is organized to reflect our accountability for meeting the three primary goals set forth in the original proposal for an institute, and for a fourth goal that has emerged from our continuing assessment of needs expressed by occupational educators.

Within this structure the report also addresses our accountability for the following grants: VEA-73-C-135, VEA-73-2-454, VEA-72-2-156, VEA-73-F3-760, VEA-73-F-377, VEA-73-F-677, and EPDA-C-67775. Textual reference is made to each of those grants wherever appropriate.

Detailed financial reports on each of the seven grants are under preparation in the office of the Director of Finance, New York State College of Agriculture and Life Sciences and will be rendered separately as required under the terms of the separate grants.

The scope, variety and significance of the research and development activities reported herein attest to the cooperation and commitment of an expanding number of constituencies and clientele. It would be impossible to recognize all of the individuals who have contributed to the growth and effectiveness of the Institute during the year 1972-73. A word of appreciation must be expressed to groups that have contributed: the staff of the office of Occupational Education (SED), the faculty of the Department of Education at Cornell, the staff of the Bureaus of Two-Year Colleges and Inservice Education (SED), the directors of occupational education and the coordinators of regional career education projects in New York State.

We are especially indebted to our colleagues who have served on the Institute's operational advisory committee and to the members of the Institute's advisory council. The administrative support provided by Dean W. Keith Kennedy and Assistant Commissioner Robert Seckendorf have made this whole endeavor possible.

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HISTORY AND GOALS

The Institute for Research and Development in Occupational Education has its roots in a Department of Education response to a request for proposals issued by the New York State Education Department on March 17, 1971.

Following an expression of department interest in assisting the State Education Department, Dr. Louis A. Cohen, chief of the Bureau of Occupational Education Research and Dr. Carl Wedekind, Director of the Division of Research met with the faculty of this Department of Education on May 13, 1971. They supplied further information about research needs and the State Education Department's desire to establish research and development relationships with two universities through support for two institutes. They expressed a desire to have one of the institutes address its activities to urban needs while the other focused on rural and suburban needs for research and development in occupational education.

Following that meeting, the efforts of a faculty committee coordinated by Dr. Helen L. Wardeberg, Department Chairman, resulted in the submission of a proposal dated June 1, 1971. During August 1971 Dr. Wardeberg received an informal indication of program approval subject to clarification of certain budget items set forth in the proposal. It was understood that the institute to be located at Cornell University would give priority to rural and suburban needs while a similar institute to be located at the City University of New York would focus on the needs of urban areas. It was mutually understood that the institutes would receive basic support from Vocational Education Act funds made available through the office of Occupational Education for a period of three to five years subject to Congressional appropriations for research and development in vocational education.

The goals of the Cornell Institute for Research and Development in Occupational Education as set forth in the proposal and subsequent authorizations and renewals are:

to conduct and sponsor research and development projects to aid in the implementation and improvement of programs and services;

to increase effective and efficient dissemination of information about occupational education and research results;

to provide training and experience for present and future professional leaders and researchers in the area of occupational education.

On the strength of the August 1971 communication, and because the projected starting date of July 1, 1971 was already past, the Director of Research, New York State College of Agriculture and Life Sciences authorized that the chairman of the Department of Education employ a research associate to act as assistant director of the Institute, effective September 1, 1971. A search for a director was initiated at the same time. Formal approval of a grant of $150,000 for the fiscal year 1972 was transmitted by letter dated September 14, 1971 from Dr. Everett C. Lattimer, Director of the Division of Occupational Education Supervision to Dean Charles Palm of the New York State College of Agriculture and Life Sciences.

Following a search conducted during August and September of 1971 a director was recruited and recommended for appointment as Professor of Education and Director of the Institute, effective November 1, 1971.

The activities of the Institute during the period September 1971 through June 30, 1972 have been documented in the First Annual Report dated August 18, 1972 and filed in the offices of the Assistant Commissioner for Occupational Education, the Chief of the Bureau of Occupational Education Research, the Associate Dean of the New York State College of Agriculture and Life Sciences, and the Chairman of the Department of Education of that college.

A second grant from the State Education Department's Office of Occupational Education in the amount of $150,000 for basic support of the Institute was made available July 1, 1972 for fiscal year 1973.

This second annual report addresses itself to the research and development activities of the Institute during the period July 1, 1972 through June 30, 1973.

STAFF AND FACILITIES

In order to achieve maximum effectiveness in the use of limited financial resources, full-time staff has been kept at a minimum consistent with flexibility of scheduling essential in responding to the needs for services as they emerge in the field. During the year 1972-73 central staff included the director, assistant director and a full-time secretary.

Director. Dr. John Wilcox, formerly Associate Secretary of the American Association of School Administrators, assumed his posts of Professor of Education and Director of the Cornell Institute for Research and Development in Occupational Education on November 1, 1971. A graduate of Cornell University, he earned his doctorate in education at Cornell.

Dr. Wilcox served New York State schools as teacher and as chief school officer during the period 1942-1960. During the years 1962-1968, he was Professor of Education at State University College, Oneonta, New York, and Executive Secretary of the Catskill Area School Study Council. In that period of time, he taught educational administration at Cornell's Extramural Center at Binghamton. While on leave from SUCO, 1964-65, he served with the Cornell/USAID team as Dean of the W.V.S. Tubman Teachers College, University of Liberia.

Assistant Director. Dr. Gene M. Winter serves as Research Associate with the Department of Education and as Assistant Director of the Cornell Institute. His background includes seven years of teaching and administrative experience in the public schools of New York State, four years in private business, and one year of college administrative experience as Financial Analyst for the Statutory Colleges of New York State at Cornell. He received his doctorate in education from Cornell.

Cooperating Professors. Professional assistance in the conduct of specific research and development projects has been supplied to the Institute by faculty who voluntarily commit from that portion of their full-time teaching equivalent allocated to research and public service. During 1972-73, thirteen of the faculty of the Department of Education contributed such effort: Joe P. Bail, Arthur L. Berkey, Harold R. Cushman, William E. Drake, Joan R. Egner, Marvin D. Glock, Dalva E. Hedlund, Kay M. Moore, Joseph D. Novak, George J. Posner, Richard E. Ripple, Frederick H. Stutz, and Helen L. Wardeberg. Such contributions of effort have ranged from a few hours devoted to service on the Institute's operational advisory committee to as much as 15% of an individual's time devoted to the role of principal investigator for a rigorous research effort.

Graduate Research Assistants. The research and development effort provided by graduate research assistants has been essential to the Institute's accomplishment of its goals. Assistants are selected on the basis of their interest in specific Institute program areas and the expertise they can apply to those areas. Appointments are generally limited to doctoral candidates who have formal preparation in research design, statistics and/or evaluation. A graduate research assistant devotes fifteen hours per week to his assignment with the Institute. Wherever possible the graduate research assistant's assignment is made congruent with his chosen research for his dissertation. Where appropriate such an arrangement has proven mutually beneficial to the individual and the Institute.

During 1972-73 nine graduate research assistants served with the Institute: David H. Brown, Ron H. Ely, LaVerna Fadale, Gladys Johnston, Rich Mitchell, Donovan Russell, Robert Serow, Helen Veres, and Sharon Wilde.

Advisory Council. The Institute is fortunate to be assisted by an advisory council composed of educational, business, and labor leaders who individually have demonstrated a commitment to the task of developing the human resources of our nation. This council advises the Institute staff in matters of needs, priorities, goals, resources, and Institute policy.

Mr. William S. Asher, Director of Public Relations, Xerox Corporation

Dr. Lee Cohen, Director, Institute for Research and Development in Occupational Education, Office of Teacher Education, City University of New York

Dr. David H. Huntington, President, New York State Agricultural and Technical College, Alfred, New York

Mrs. Elizabeth Duncan Koontz, Director, Women's Bureau, U.S. Department of Labor

Mr. Robert M. McGlotten, Executive Director, Human Resources Development Institute, AFL-CIO

Dr. William F. Phelan, Past President, NYS Council of Chief School Administrators

Dr. Robert F. Risley, Vice Provost, Cornell University

Dr. Richard E. Ten Haken, Superintendent, Monroe County BOCES #2, New York

Dr. Helen L. Wardeberg, Chairman, Department of Education, Cornell University

Dr. Louis Cohen (ex-officio), Chief, Bureau of Occupational Education Research, New York State Education Department

Dr. Robert S. Seckendorf (ex-officio), Assistant Commissioner for Occupational Education, New York State Education Department

Facilities. Office space for the Institute is made available through the Department of Education in Stone Hall. The ancillary facilities of the department are available for use by members of the Institute staff. All Institute funds are processed through the Business Office for the Statutory Colleges.

The University libraries with total holdings in excess of four million volumes are essential to the Institute's activities. This is especially true of Mann Library, College of Agriculture and Life Sciences, with its extensive holdings in education and the microfiche of the ERIC system.

FINANCIAL RESOURCES 1972-73

During the fiscal year 1972-73 the Institute received a total of $224,952 from grants, contracts and reimbursements of cost of materials and travel related to field services.

Of this amount, $193,603 was received in grants of VEA monies awarded by the Office of Occupational Education, NYS Education Department:

VEA-73-C-135 Basic Grant for Institute	$150,000
VEA-73-2-454 Grant for study of Comprehensive 2-year college programs.	14,379
VEA-72-2-156 For development of an autotutorial study skills program for use in the 2-year college	6,800
VEA-73-F3-760 To conduct an inservice workshop for staff of adult consumer-homemaking centers	8,233
VEA-73-F-377 To prepare and publish a brochure describing New York State's adult consumer-homemaking programs	4,399
VEA-72-C-778 A mini-grant to adapt auto-tutorial reading program to field of business technology.	2,000
VEA-73-F-677 To conduct 16 regional conferences of teachers of home economics	7,792

A grant of $26,500 in Education Professions Development Act funds was received from the Bureau of Inservice Education, Division of Teacher Education and Certification of the State Education Department to be used in designing, conducting and evaluating a state-wide program for training elementary teachers in Career Education.

A total of $4,849 income was received from contract services and field activities.

RESEARCH AND DEVELOPMENT PROJECTS 1972-73

The three Institute goals, as set forth in the preceeding section entitled History and Goals, have been major criteria determining the research and development activities of the Institute. Likewise, this report addresses itself to describing projects as they relate to those goals:

Goal: to conduct and sponsor research and development projects to aid in the implementation and improvement of programs and services.

Project 73-1: Assistant Professor Dalva E. Hedlund assisted by graduate assistant David H. Brown.

These investigators undertook the design of an Occupational Development Seminar to assist young adults to better understand and to achieve more self-direction of their own occupational development processes.

The researchers have completed, and readied for field testing, an instructor's manual for an Occupational Development Seminar suitable for use in two-year colleges.

Arrangements have been made to field test the seminar at the Jefferson County Community College during the fall 1973 semester. An additional field test center is being sought.

The final manual will be published during spring 1974 and an orientation conference is planned for representatives of two-year colleges interested in implementation of the seminar during the instructional year 1974-75.

The product of this research and development effort should provide assistance to college counselors who are seeking alternatives for expansion of their services through improved modes that are both instructionally and cost effective.

Project 73-2: Professor William E. Drake assisted by graduate assistant Ron H. Ely.

The investigators undertook the identification and validation of pedagogical performance elements in the teaching of occupational education. The investigators identified and validated 422 performance elements, or professional behavior statements. The elements were then organized into ten categories and fifty-seven clusters. Field testing yielded the finding that forty-nine of the fifty-seven clusters are equally important to teachers in six areas of occupational education.

The complete study: Performance-Based Professional Education Inservice Needs of Secondary Level Occupational Teachers in New York State was reproduced and disseminated to teacher educators at SU College, Buffalo; SU College Oswego; City University of New York; and to State Education Department personnel.

A Resume' was prepared and distributed to 65 directors of occupational education.

Both the complete study and the resume' have been filed with the ERIC Clearinghouse for Vocational and Technical Education.

It is our strong conviction that these are "landmark" publications that will have major impact on inservice and preservice educational programs.

During 1973-74 this Institute will conduct workshops within New York State to assist directors of occupational education in the application of the findings to the planning and implementation of local and/or regional inservice education programs.

Project 73-3: Dr. Robert W. Frederick, Jr., principal investigator

Dr. Frederick was granted leave from his post as president of the Corning Community College to work with this Institute during the period September 1, 1972 through December 31, 1972. A study of president-trustee relationships in implementation of the comprehensive mission of the two-year college was supported by grant #VEA-73-2-454. Messrs. Lawrence Gray and Paul Chakonis of the State Education Department's Bureau of Two-Year Colleges assisted with identification of the problems to be addressed and selection of the sample of two-year colleges to be included in the study.

Dr. Frederick's report: Presidents-Trustees and the Comprehensive Two-Year College, was published in April 1973. Distribution has been made to all those who contributed to the study and fifty copies of the publication were delivered to the Bureau of Two-Year Colleges.

The publication was submitted to the ERIC Clearinghouse for Vocational and Technical Education and has been accessed in the ERIC system.

The Institute has 150 copies of the publication on hand for use as resources in two-year college workshops.

Project 73-4: Associate Professor Joan R. Egner, principal investigator assisted by graduate research assistants Richard Ruben, Carl Jurica and Donovan Russell.

This second year effort toward identification and validation of a career decision making model that would improve instruction, guidance and counseling, and the management of information resources resulted in completion of volumes 2 and 3 of a four volume study.

Ruben's work in 1971-72 involved field testing of the model at the college level. During 1972-73 Jurica and Russell conducted field work at the junior high school and senior high school levels. A total of more than 700 individuals in 14 school systems and five institutions of higher education have been interviewed in the course of this research.

Up to this point the research data has served the purpose of other researchers. The next step in this project effort will be the development of a synthesis of the three studies to address the need for a model continuum spaning the school years 7-16 and to develop the applications of the model to administration and practice in guidance and pupil personnel services.

The Institute anticipates production of a major publication as an outcome of this project prior to June 30, 1974.

Pending such publication, preliminary data has been shared through meetings of regional associations of guidance counselors, the training program for directors of career education institutes, and will be utilized in the conduct of a three-session workshop of the NYSASPA in October 1973.

Project 73-7: Professor Helen L. Wardeberg, principal investigator, assisted by graduate research assistant LaVerna Fadale.

An instrument for determining the occupational awareness of elementary school children has been developed, field tested and is in press. Delivery is expected in time for dissemination when public schools open for the 1973-74 year: Career Awareness Inventory.

The instrument utilizes visual stimuli to tap children's knowledge of occupations, social attitudes, and personal feelings. The manual accompanying the instrument provides field test results, directions for analyzing pupil responses and provisions for reporting findings to this Institute to enable us to compile and analyze data according to geographic, socio-economic, ethnic, age-grade, and other variables.

Project 73-10: Professor Marvin D. Glock, principal investigator, assisted by graduate research assistant David Bender.

A developmental reading and study skills program designed for students enrolled in two-year colleges has undergone field testing. Consisting of notebooks and cassettes, the program is auto-tutorial, allowing students to proceed at their own rates.

Special funding for this project was made available through cooperation of the Bureau of Two-Year Colleges from Part II, VEA Funds under grant #VEA-72-2-156. Additional Hatch Act funds were made available through the New York State College of Agriculture and Life Sciences.

An extension of this program designed for students enrolled in a business curriculum at two-year colleges has also been field tested. To ensure maximum skill transfer and increase the students' perception of the relevancy of the materials, the content focuses on various topics usually found in an introductory business course.

Special funding for the later project was made available through the cooperation of Dr. Louis Cohen, Bureau of Occupational Education Research, under grant #VEA-72-C-778.

A set of the Business Technology materials has been filed with Dr. Cohen, and a set of the general reading and study skills materials will be filed with the Bureau of Two-Year Colleges at the time of filing this report.

Two methods of dissemination are currently under consideration. The Editorial Staff of C.E. Merrill, Co., Columbus, Ohio is studying the feasibility of commercial production and distribution under agreement with this Institute.

An alternative dissemination by the Institute has been drafted.

We prefer avoidance of Institute involvement in such production and distribution activities. Such involvement would reduce staff time for the research and extension activities that are a priority consideration.

Pilot Project 73-13: Assistant Professor Kathryn M. Moore, principal investigator, assisted by graduate research assistant Helen Veres.

The genesis for this project is found in NYS Regents Position Paper No. 14: Equal Opportunity for Women. The project focuses on individual and family background factors which effect program and career choices, as well as the degree of career commitment of women in two-year colleges.

A pilot instrument to collect necessary data was developed and field tested through data collection during the spring semester. Analysis of the data has continued during the summer and a preliminary report on the pilot project will be rendered early this fall.

In the meantime, negotiations have been completed for a grant of ESEA Title III funds to finance broader application of the study design and instrumentation during 1973-74.

Goal: *To increase effective and efficient dissemination of information about occupational education and research results.*

Project 73-6: Graduate Research Assistant Gladys Johnston has maintained contact with Career Education projects throughout the nation, assembled the Institute's library of materials and assisted with the preparation of annotated bibliographies for use by directors of ten EPDA-sponsored Career Education Institutes and coordinators of twenty-three VEA-sponsored regional career education projects.

Career Commentary: The practice, initiated in 1971-72 of issuing an Institute newsletter was continued in 1972-73 with publication of two issues. Plans have been completed for publication of a minimum of ten issues during 1973-74. Graduate Research Assistant Robert Serow will serve as editorial assistant. Career Commentary will focus upon reporting successful applications of research to practice and outstanding examples of action research.

Institute Publications: A working relationship has been established with Instructional Materials Service of the Department of Education, New York State College of Agriculture and Life Sciences for state and national dissemination of the Institute's publications. IMS performs this service on a cost-recovery basis. During 1972-73, IMS distributed the following CIOE publications:

DIRECTORY OF NEW YORK STATE OCCUPATIONAL EDUCATION PERSONNEL. $3.85 per copy with 20% discount on orders of 5 or more copies.

ANNOTATED BIBLIOGRAPHY OF CAREER-RELEVANT LITERATURE AT THE JUNIOR AND SENIOR HIGH SCHOOL LEVEL. $2.00 per copy with 10% discount on orders of 5 or more copies.

A DESCRIPTION OF PLACEMENT SERVICES IN NEW YORK STATE TWO-YEAR COLLEGES. $2.00 per copy.

A SELECTED LIST OF EDUCATIONAL MATERIALS AVAILABLE FROM COMMERCE AND INDUSTRY. $2.00 per copy with 10% discount on 5 or more copies.

AN ANALYSIS OF TASKS PERFORMED IN THE ORNAMENTAL HORTICULTURE INDUSTRY. $2.00 per copy with 10% discount on 5 or more copies.

EVALUATION OF SELECTED TWO-YEAR COLLEGE CERTIFICATE AND DIPLOMA PROGRAMS. $2.00 per copy.

INFUSION MODELS: CAREER EDUCATION IN THE ELEMENTARY SCHOOL. $2.00 per copy with 10% discount on orders of 5 or more copies.

PRESIDENTS-TRUSTEES AND THE COMPREHENSIVE TWO-YEAR COLLEGE. $2.00 per copy with a 10% discount on orders of 5 or more copies.

Proceeds from the sale of publications are assigned to an account that can be drawn upon to meet future printing costs.

Copies of all publications are made available to State Education Department personnel; publications of concern to directors of occupational education are distributed gratis at the time of publication, and multiple copies of Career Education materials are distributed gratis to all coordinators of VEA-financed regional Career Education projects.

ERIC, AIM, ARM: Copies of all Institute publications are automatically submitted to the Clearinghouse for Vocational and Technical Education at the time of publication. All Institute publications through May 31, 1973 have been accepted for inclusion in the ERIC system.

Institute staff have found it necessary to give instruction in using the ERIC system during several of the workshops and training programs conducted by the Institute.

Modules of Instruction: During 1972-73 the Institute staff sought for effective ways to meet the profession's "need to know" through inservice activities that would be both academically respectable and realistic in terms of time and expense.

The decision was made to pilot a model that (1) would involve a maximum of twelve hours of closely programmed instruction; (2) would address a relevant need; (3) would involve a trade-off in time with 50% coming from professional time and 50% coming from personal time; and (4) would be sufficiently saleable that institutions would meet the cash costs.

In response to the requests of teachers, supervisors, and administrators, and to assist in the preparation of proposals for state or federal grants, the Institute sponsored a two-day (May 4-5) Module of Instruction for writing behavorial objectives in occupational and career education.

The program first examined the conceptual bases of the behavioral objectives approach, and then considered some of the specifics involved in its implementation. The final segment emphasized the use of behavioral objectives as an aid in individualizing instruction.

Dr. Raymond Bernabei, of the Bucks County (Pa) Public Schools, an internationally acclaimed author, speaker, and consultant in the field of behavioral objectives, served as instructor.

The Module of Instruction was over-subscribed. The rather nominal registration fee of $75.00 covered all costs for room and board, instructional materials, instructional honoraria, etc.

A carefully conducted post session evaluation revealed that the modular approach is viable. The evaluation produced several suggestions for improvement of the time frame, and suggestions for topics that might be treated through subsequent offerings.

We plan to offer four or five such modules during 1973-74. Our most serious problem is in finding instructors who will discipline themselves and their subject matter to the degree of efficiency required by this approach.

Goal: to provide training and experience for present and future professional leaders and researchers in the area of occupational education.

Project 73-5: Conducted by Professor John Wilcox and Dr. Gene M. Winter, Assistant Director of the Institute.

The Institute for Research and Development in Occupational Education was host to a three-day workshop-seminar for 60 Directors and Assistant Superintendents of Occupational Education from the BOCES and Big Six Cities of New York State. The seminar was jointly sponsored by the Institute and the Office of Occupational Education, NYS Education Department, and planned with the aid of a committee of Directors of Occupational Education. The seminar theme this year was "School Finance for Occupational Education Administrators."

Seminar presentations were made by State Education Department personnel including: Robert S. Seckendorf, Assistant Commissioner for Occupational Education; J. Francis O'Connor, Assistant Director for State Aided Programs; Charles Drago, Associate in School Financial Aid; Everett Lattimer, Director, Division of Occupational Education Supervision.

W. Keith Kennedy, Dean, New York State College of Agriculture and Life Sciences addressed the seminar at the opening dinner meeting. Other Cornell faculty addressing the Seminar included Professor John Wilcox, Director of the Institute; Dr. Gene M. Winter, Assistant Director; and Professor Frederick H. Stutz. Ten of the seminar participants also made presentations and served on discussion panels.

John Murphy, Director of the Western New York PPBS Project, Erie County BOCES, described their experiences in applying program, planning, and budgeting systems to a BOCES operation. Topics covered by other speakers included basic concepts in school finance; how to calculate state aid; how to organize budgeting, accounting, and inventorying; perspectives on the Fleischmann Report and other selected operational problems. James Gallagher, Assistant Superintendent, Yonkers Public Schools addressed the unique issues in school finances for cities.

Evaluation results indicated the seminar was well received and may become an annual inservice training experience for administrators of occupational education programs at the secondary school level.

Project 73-11: Conducted by Professor John Wilcox and Graduate Research Assistant Sharon Wilde in cooperation with the staff of the Bureau of Home Economics Education of the State Education Department.

The Cornell Institute for Research and Development in Occupational Education and the Bureau of Home Economics Education, State Education Department, Albany cooperated in sponsoring the annual Adult Consumer-Homemaking Education Institute on April 3, 4, and 5 in Albany. Professional and paraprofessional staff members from 24 adult-consumer homemaking education field centers serving low-income out-of-school youth and adults participated in the Institute.

Dr. Robert S. Seckendorf, Assistant Commissioner for Occupational Education; Mr. Garrett Murphy, Coordinator of Adult Learning Center, Albany; and Dr. Helen Y. Nelson, Professor of Community Service Education, Cornell were the main speakers. State Education Department personnel making presentations included Miss Elizabeth Brown, Chief, Bureau of Home Economics Education; Mr. Robert H. Bielefeld, Director, Division of Occupational Education Instruction; and Dr. Theresa Mack, Associate, Occupational Education Research. Dr. John Wilcox, Director of the Cornell Institute for Occupational Education welcomed the participants and presided at the opening session.

Sharon Wilde, Institute Research Assistant managed the Institute. Ms. Wilde worked closely with Carol Jabonaski, Associate in the Bureau of Home Economics Education in development of the program.

Participants also attended small discussion groups, viewed exhibits prepared by each of the field centers, toured the Herkimer Area BOCES mobile teaching unit, toured the Niagara-Mohawk Golden Glow House, and shared ideas in an after-dinner presentation by selected field centers.

Evaluation of this institute was carried out by Dr. Theresa Mack of the Bureau of Occupational Education Research.

Project 73-16: This project was conducted by Professor John Wilcox, Director of CIOE and Mr. James McCann, Associate in the Bureau of Inservice Education.

A special grant of EPDA funds including an allocation to cover 20% of the Director's salary was made available for the period February 1, 1973 through January 31, 1974.

A state-wide strategy for training 400 elementary teachers through institutes located at six SUNY Colleges and four private colleges was developed.

A six-session directors training program was outlined and conducted during eleven meeting days during March, April, May and June.

A model for the ten institutes was set forth in four memoranda describing (1) Institute and team objectives; (2) instructional resources; (3) facilitating "learning centers"; and (4) criterion references for evaluative purposes.

The institutes are underway during July and August. CIOE will continue to be involved in on-site evaluative visits, post session meetings, and identification of exemplary products.

A part of the CIOE involvement has been to facilitate close coordination of this training program with the work of 23 regional Career Education projects sponsored by the Office of Occupational Education.

Directors and sites include:

Dr. Julia E. DeCarlo, Director, Career Education Workshop, C.W. Post Center, Long Island University, Greenvale, NY

Dr. Francis Brady, Project Director, Career Education Workshop, Elmira College, Elmira, NY

Dr. Iris M. Elfenbein, Director, Career Education Workshop, Pace College, School of Education, New York, NY

Corneil S. Balding, Director, Career Education Workshop, Russell Sage College, 45 Ferry Street, Troy, NY

Dr. Edgar J. Tulloch, Director, Career Education Workshop, Room 108, Morgan III, SUC Brockport, Brockport, NY

Mrs. Jean B. Clayback, Director, Career Education Workshop, Bacon Hall 312-3, SUC Buffalo, 1300 Elmwood Avenue, Buffalo, NY

Dr. Donald F. McFarland, Director, Career Education Workshop, Old Main, SUC Fredonia, Fredonia, NY

Dr. F. Douglas Bowles, Director, Career Education Workshop, Poucher Hall, SUC Oswego, Oswego, NY

Mrs. Eileen Wardner and Dr. Kenneth Hoeltzel, Directors, Career Education Workshop, 247 & 031D Hawkins Hall, SUC Plattsburgh, Plattsburgh, NY

Graduate Research Assistants. From the beginning of operations it has been institute policy to train future leaders and researchers through a meaningful involvement of graduate students as research assistants with all possible responsibility for conduct of Institute projects. Graduate research assistants have been recruited from all divisions of the graduate program in education, from the School of Industrial and Labor Relations, and the College of Human Ecology in a belief that future administrators, philosophers, student personnel workers, test and measurement specialists, manpower specials, teachers and supervisors of adult and continuing education - in short, the total spectrum of educationists - should understand what occupational education is really about.

Our confidence in these young professionals-in-training has been more than justified. The quality of their contributions through programs and publications stands as evidence.

At the close of the second year of operations, Ron H. Ely, Rich Mitchell and LaVerna Fadale had been awarded the doctorate. Dr. Ely has assumed the position of Director of Occupational Education in Washington County, Virginia. Dr. Fadale has joined this Institute staff as a research associate specializing in Career Education. Dr. Mitchell is seeking placement as a public school administrator.

Three additional assistants have scheduled completion of doctoral requirements during the summer: Carl Jurica, Donovan Russell and Helen Veres.

Teaching Assignments. In further effort to enrich the experiences of Cornell graduate students and provide inservice opportunities for nearby professionals, Drs. Wilcox and Winter undertook university teaching assignments. Their courses were deliberately scheduled in the late afternoon and made available to both resident and extramural graduate students.

Professor Wilcox initiated two new courses: A Seminar in Career Education for 28 students during the fall semester and a Seminar in Administration of Comprehensive Two-Year College Programs for 7 selected graduate students during the spring semester.

Dr. Winter presented Economic Issues in Education with special emphasis on Occupational Education for 16 graduate students during the fall semester.

An Emerging Goal: To provide field services in support of the efforts of the several constituencies served by the Institute.

Needs assessment is a continuous function of the Institute. Almost daily contacts with the field involved in the accomplishment of the original objectives have brought other expressions of need. If the Institute is to establish credibility, at least those operational needs directly related to occupational and career education must be considered. We are also keenly aware of the setting within which the Institute operates. As a Land Grant University, the home of the Cooperative Extension Service, Cornell projects an image of public service and many publics have come to rely on this institution in time of need.

Resources are not unlimited and during the year 1972-73 we were hard pressed to respond to priority requests for assistance. The director and assistant director devoted nearly 25% of a normal workload to providing field services.

Two of these field service activities involved a formal grantee relationship with the State Education Department's Office of Occupational Education:

Project 73-12: VEA-73-F-377

This project involved development of a brochure describing the federally funded Adult Consumer-Homemaking programs. This Institute served as an administrative agency and worked cooperatively with Shafer Studios and Acme Press of Schenectady, New York, with personnel of the Bureau of Home Economics Education providing the manuscript. A 32-page illustrated publication: Profile of Federally Funded Consumer-Homemaking Education in New York State was printed and turned over to the Bureau of Home Economics Education for distribution in May, 1973.

Project 73-15: VEA-73-F-677

This project developed in response to a Bureau of Home Economics Education need for administrative assistance with the organization of sixteen regional conferences to introduce new curriculum. The Institute served as a clearing-house for appointment of personnel and processing of expenditures for the conferences. The substantive content of the conferences was supplied by personnel of the Bureau of Home Economics Education.

Regional Career Education Projects

The Institute responded to requests from fourteen of the twenty-three regional career education projects outside of New York City. The responses involved fourteen one-day orientation conferences that in most instances required the services of both the director and assistant director. A total of 25 man days were devoted to these activities.

A second type of request from regional career education project coordinators was related to their need for assistance with program evaluation. The Institute provided such service for three regional projects. During March 1973 the Institute developed a contract proposal for providing such services during FY'74. Twelve regional project coordinators expressed interest in such services and negotiations will continue. A more formal relationship will provide operating funds enabling the Institute to staff to provide such services.

Services to Two-Year Colleges

During 1972-73 the Institute contracted with the State University Agricultural and Technical College at Delhi, New York to provide consultation and evaluation services for a VEA-funded reading and study skills program for "high risk" students. In one sense this service relationship was also a response to the need of the Bureau of Two Year Colleges for more formal evaluation of grant activities. The Institute's involvement was funded under provisions of the grant, but service and accountability relationships are between the College and the Institute.

As a result of this pilot effort the Institute has made commitments to six two-year colleges for similar evaluations during FY'74.

A similar, but more extensive, relationship has developed between the Institute and an Apalachia Regional Commission grant to the college at Delhi for establishment of a regional center for Career Education. A part of the evaluation of this ARC project will involve monitoring the relationship developed between the career center and two on-going VEA financed regional career education projects.

Services to Professional Groups

During FY 1973 project staff and cooperating professors responded to a variety of requests for conference and workshop programs. Dr. Wilcox delivered a major presentation at the December 1972 convention of the American Vocational Association, participated in a panel presentation at the Boston convention of the Northeastern Educational Research Association, and chaired a section of the American Association of School Administrator's Atlantic City convention.

SUMMARY

FY'73 was marked by an expansion in both scope and variety of activities undertaken by the Cornell Institute for Research and Development in Occupational Education. Some additional financial resources were secured in the form of Education Professions Development Act funds and income from contract activities.

Publication of nine research and development reports, with a tenth in press, documents in part the Institute's accountability to the three broad goal areas set forth in the Institute proposal.

A fourth goal - "Service" - emerged as an outgrowth of the Institute's growing visibility. Financing such service will become a problem unless such devices as contracting, cost-recovery, and commitment of a portion of effort under the basic grant prove adequate.

At this writing, plans for FY'74 are still unstable. While the basic grant for FY'74 has been assured, the instability of federal funding leaves three major projects in a state of having been approved with funding yet to be authorized. We have developed a high tolerance for risk and ambiquity. Staff morale is excellent. The cooperation given by our professional colleagues is unexcelled. The Institute's mission is of high priority. We feel needed!